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NEWS AND NOTES

THE ASSOCIATIONS

THE ENGLISH ASSOCIATION

The annual general meeting of the English Association of the British Empire was held at Bedford College, London, May 12 and 13. The president, Professor W. P. Ker, gave an address on "The Eighteenth Century," and at a special conference Walter de la Mare, S. B. P. Mais, John Buchan, and J. G. Wilson spoke on "The Effect of the War on the Production and Reading of Literature." The president-elect is the Marquess of Crewe, K.G. Sir Sidney Colvin was added to the list of honorary vice-presidents, and Arnold Bennett, G. G. Ramsay, and Miss Kate Warren to the general committee.

AN INVESTIGATION IN MISSOURI

Under the vigorous leadership of new officers, the Missouri Society of Teachers of English has divided the state into six districts, each under the charge of a member of the committee on investigation, and has undertaken to find out what standards of efficiency in English composition are set for high-school pupils. Each teacher of English has been asked to carry out the following specific directions: (1) Have your Freshman English pupils write a one-page composition on some topic with which they are familiar. (2) Grade the papers into five classes: E (Excellent), G (Good), M (Medium), P (Poor), F (Failure). (3) From each of the five classes, select the most representative paper, i.e., an average E paper, an average G paper, an average M paper, and so on. (4) On the back of each of the selected papers state the grade (E, G, M, P, F) and also the number of pupils receiving that grade. (5) Mark the papers just as though they were to be returned to the pupils. (6) Send the five papers, together with answers to the enclosed questions, to the committeeman in charge of your district before the first of June. (7) It will be best if the teachers in the same school send in their material together.

Answers to the following questions are also to be forwarded with the package of pupils' papers: (1) How often do you require written themes? (2) What is the average length of such themes? (3) Are all errors marked, or only a certain kind of error? (4) Do you utilize class

criticism of written themes? To what extent? (5) Are your classes in composition separate from those in literature? (6) If not, how much does the composition work count toward the final grade? (7) What percentage of the pupils enrolled in English make excellent grades (i.e., fall in the highest division. If you use the percentage method, take 95 to 100 as a basis upon which to answer this question). (8) Do you make use of oral composition in your classes? How extensively? (Be definite.) (9) How many pupils recite to you each day? (10) How many classes a day do you teach?

A SPECIAL MEETING IN NASHVILLE

The Nashville Association of Teachers of English held a special meeting on Friday afternoon, April 21, in order to listen to an address on "Literature in the Educational Scheme" by Secretary Hosic, who was in the city on account of the annual meeting of the Middle Tennessee Educational Association. About fifty persons were present in response to the call of the president, Professor Edwin Mims, of Vanderbilt University.

A BEGINNING IN NEW ORLEANS

The annual meeting of the Conference for Education and Industry in the South provided the occasion for two advance steps on the part of the teachers of English in that region. The teachers of English of New Orleans came together at the call of J. M. Gwinn, superintendent of the city schools, and after listening to an address by the national secretary, selected a committee on organization, made up as follows: Marion Brown, vice-principal of the Esplanade Avenue Girls' High School; Georgine L. McCay, vice-principal of the New Orleans Normal School; Mary N. Harrison, Sophia B. Wright Girls' High School; Isabel H. Giefers, E. B. Kenttschmitt School; Price Butler, Sophie Newcomb College; Ellen L. Murphy, principal of the J. P. Benjamin School; August V. Dalche, Warren Easton Boys' High School. No doubt New Orleans will soon have a flourishing society of English teachers.

The presence at the meeting of representatives from several Southern states made it possible to lay the foundation for a clearing-house committee to unify and extend the activities of the English associations in the South. After considerable discussion, C. C. Certain, of Auburn, the chairman of the meeting, was empowered to appoint a committee of five to arrange a conference of English delegates to be held in connection with the next annual meeting of the Southern Conference on Industry and Education. He has named the following: James M.

Grainger, *chairman*, State Normal School, Farmville, Virginia; Willis H. Wilcox, State Normal School, Baltimore, Maryland; W. E. Vaughan, West Tennessee State Normal School, Memphis, Tennessee; Elise Timberlake, Industrial Institute and College, Columbus, Mississippi; Claudia E. Crumpton, Girls' Technical Institute, Montevallo, Alabama.

THE CHICAGO ENGLISH CLUB

The spring meeting of the Chicago English Club was held in the Club Room of the Art Institute on Saturday, April 22. Elizabeth Harrison, president of the National Kindergarten College, spoke on "Stories and Story-Telling," and Professor Percy H. Boynton, of the University of Chicago, read a paper on "The American Neglect of American Literature." Officers for the ensuing year were chosen.

KANSAS

The March meeting of the Kansas Association was held at the University of Kansas on Saturday morning, March 18, with an unusually large attendance. Papers were read by Professor S. L. Whitcomb of the University of Kansas, Miss Charlotte M. Leavitt of Washburn, Professor J. R. Macarthur of Manhattan, and Professor H. M. Belden of the University of Missouri. Professor Whitcomb advocated the study of current magazines as a means of becoming acquainted with current problems and conflicts of opinion independently of literary ends, and so to create and use opportunities to shape the thought of students at the time when they respond most readily to right influences, and to teach them to live in the present as well as in the past. Miss Leavitt emphasized the fact that the preparation of a teacher includes living as well as reading, and that, however restricted the opportunities for living may seem, the doors of literature, art, and travel are open to all, and are in many respects worth more than a multiplication of graduate courses at college and in summer schools. Dr. Macarthur called attention to the need in elementary-school reading of giving as much attention to interpretation as to enunciation. Professor Belden explained certain aspects of the movement for the study of American folk-lore, with especial reference to ballads.

The Kansas Association is carrying on investigation in several lines. The high-school research committee, of which Miss Lita Battey, of Lawrence, is chairman, is seeking answers to the following questions: (1) Shall we have technical grammar in the high school if the grades do not? (2) Shall we have a compulsory course in grammar for weak students? Where should it be placed if we have it? (3) Shall we divide

literature and composition? (4) Is sequential teaching desirable? How may it be made effective? (5) To what extent should debating be correlated with other work in the high school? The Clearing-House Committee will undertake to dispose of a number of topics for which there was no room on the program of the association. These include: Why not have an official representative at each district-teachers' meeting to solicit and receive applications for membership? What progress has been made in the campaign to reduce the number of students assigned to an English teacher? Why is not laboratory material in English work just as important as benches in manual training or aprons in chemistry? What about finishing stories as a composition exercise? What of grammar and classics in the junior high school—should the course break away from the traditional seventh- and eighth-grade outline? How secure good conversational English among high-school pupils? How may the English and Latin departments co-operate to secure purer and more effective diction among pupils? How improve the oral English of Kansas teachers? Ways and means for interesting high-school students in good books and current literature; a list of twenty selections for high-school students to memorize; the value of an American-literature course in the high school, and standards of grading, are also among the topics to be considered. The Committee on Co-operation has been corresponding with teachers and administrators, and has found that a general sense of responsibility must be developed in all departments if English instruction is to be effective. The committee makes the following recommendations: (1) See that all teachers can and do, themselves, use good English in speech and writing. (2) Have all other teachers grade pupils separately on their use of English, and report the grades periodically to the English department, to be counted in making up the English grade. (3) Have all teachers count the English in making up grades in their own subjects, instead of ignoring it. (4) Have the central office prescribe for all teachers the principles to be applied or the particular faults to be eliminated in all classrooms and recitations. These prescriptions may be organized and made specific and progressive for each successive year or semester. It appears that definite progress in co-operation has been made in the grade schools of Ottawa.

Other activities of the Kansas Association include the gathering of localisms, of folk-ballads, the promulgation of a resolution in favor of simplified spelling, and the laying of plans for the organizing of the college teachers of English in the state. Full details concerning the work of the Kansas Association are given in its bulletin for April.

Officers of other English associations would do well to write to the editor, Professor E. M. Hopkins, Lawrence, Kansas, and ask for a copy.

THE INLAND EMPIRE COUNCIL

The Inland Empire Council of Teachers of English (including Idaho, Montana, Oregon, and Washington), held its first annual meeting at Spokane, Washington, April 19-20, 1916. The general subject was "Minimum Accomplishment in the Writing and Speaking of English in the Schools of This Region."

The elementary phase of the general subject was presented by Ethel E. Redfield, superintendent of schools of Nez Perces County, Idaho, who gave a suggestive statement of minimum essentials for the grades. The discussion which followed resulted in referring Miss Redfield's report to the committee on English in the elementary schools, with the recommendation that the proposed minimum be tested during the coming year in representative grade schools of the four states. From the results of this test the committee will frame a revised minimum for adoption at the next meeting. The same general plan is to be followed with regard to the high-school minimum proposed by Selden Smyser, of the North Yakima, Washington, High School.

In addition to the general subject of minimum accomplishments in English, a feature of the meeting was a detailed report on "Library Equipment in English in the High Schools of This Region," given by George R. Coffman, of the University of Montana. Dr. Coffman's interesting report was based upon the returns from about one hundred questionnaires sent to representative high schools of the four states. The questionnaire used was a modification of the one used by the Illinois Association of Teachers of English, as given in the *English Journal* for September, 1915. The statistical report was referred to the committee on English in the high schools, with the recommendation that the committee report at the next meeting a plan of action looking toward improvement in library equipment.

At the annual business meeting a constitution was adopted. One feature of the plan of organization is new, so far as we know, and may be of interest to other English associations. Under Art. III, "Officers," is the following:

Elections: The President and the Secretary-Treasurer shall be elected annually at the regular meeting of the Council. The other three members of the Executive Committee shall be elected at the first regular meeting, and shall serve as follows: one of the three for one year, the second for two years,

and the third for three years. At each regular meeting thereafter one member shall be elected to serve for three years. Each year, the senior one of the three members shall become Vice-President of the Council.

Duties of Officers: . . . In addition [to ordinary duties] it shall be the duty of the President to take the initiative in preparing programs, in co-operation with the Executive Committee. The Secretary-Treasurer shall have charge of the editing and distributing of the publications of the Council; The other three members of the Executive Committee shall be chairmen of standing committees on English in normal schools, colleges, and universities; in the secondary schools; and in the elementary schools. Each of these chairmen, with the approval of the Executive Committee, shall appoint committees to make such investigations and reports as may seem desirable to the Council or to the Executive Committee.

The council voted unanimously in favor of affiliation with the National Council.

The officers for 1916-17 are: president, Selden Smyser, High School, North Yakima, Washington; vice-president, K. G. Olsen, Lewis and Clarke High School, Spokane (chairman of the committee on English in high schools); secretary-treasurer, Gertrude R. Schottenfels, High School, Boise, Idaho; chairman of the committee on English in colleges, universities, and normal schools, George R. Coffman, University of Montana; chairman of the committee on English in elementary schools, Mrs. Clara Monroe, principal of Lincoln School, Spokane, Washington.

The success of the first annual meeting of the council was due largely to the initiative and energetic leadership of the retiring president, William R. Davis of Whitman College.

HERBERT E. FOWLER

CALIFORNIA STATE ASSOCIATION

The annual spring meeting of the California State Association of English Teachers was held at the Lowell High School, San Francisco, April 1. Professor Benjamin Kurtz, of the University of California, chairman of the committee on co-operation for better English in the high schools, reported that the state commissioner of secondary education was sending a letter on this subject to all principals and teachers in the state, and furthermore, that the schools committee of the University of California had passed a resolution heartily endorsing the plan of co-operation issued by the association, and had instructed the university examiners to inquire as to how the plan was working in the schools which they visited. A motion was carried setting the price of the association leaflets at ten cents for non-members. The constitution was amended

so as to change the name of the association to "The California State Association of English Teachers," and extend the membership to persons outside of the state, the dues to be a dollar for all alike. The following officers were elected for the year 1916-17: president, Emma J. Breck, University High School, Oakland; vice-president, M. Howell, Stockton High School; secretary-treasurer, E. V. Schneider, Oakland High School; editor, Talcott Williamson, Oakland Technical High School; director for five years, E. Wood, Hollywood High School, Los Angeles.

The program for the afternoon consisted of the presentation and discussion of the report of the committee on the training of English teachers, of which Professor C. W. Wells of the University of California is chairman. The discussion, lead by Dr. Thompson, principal of the Alameda High School, Anne Duffy, of the Lowell High School, San Francisco, and Blanche Chamberlain, of the Oakland Technical High School, was summed up by Miss Henderson of the Berkeley High School and adopted as the sense of the meeting, with the request that it be presented as such to the University of California and to Stanford University. It was recommended that of the subjects at present required by these universities of prospective English teachers, the history of English literature and oral and written composition should be continued as compulsory, but that the critical principles of prose and poetry, knowledge of the three periods in the history of the language, and special work in a particular author should be made optional.

TALCOTT WILLIAMSON

THIRD ANNUAL MEETING OF THE ALABAMA ASSOCIATION OF TEACHERS OF ENGLISH

The third annual meeting of the Alabama Association of Teachers of English was held in Birmingham, Alabama, April 6, 7, and 8. Considerable interest was taken in the headquarters of the association, where exhibits of books, pictures, victrola records, and various kinds of equipment were displayed. About two hundred visitors registered at headquarters and more than sixty members enrolled. The association expects to enlarge its exhibits next year, and has invited all members to accumulate special exhibit material during the ensuing year.

At the annual dinner, on the evening of April 7, many school superintendents, principals, and visiting teachers were present. Among those who spoke to the members of the association were Dr. J. L. McBrien, of Washington, D.C.; Charles B. Glenn, assistant superintendent of

schools, Birmingham, Alabama; J. B. Willingham, president of the State Normal School, Florence, Alabama; Professor Zebulon Judd, professor of education, Alabama Polytechnic Institute, Auburn, Alabama; Dr. Charles A. Brown, principal of the Central High School, Birmingham, Alabama; and Dr. Steadman B. Sanford, University of Georgia, Athens, Georgia.

Dr. Charles H. Barnwell, dean of the University of Alabama, presided at the annual dinner and acted as chairman at the general session of the association. Dr. Charles A. Brown presided over the high-school, normal-school, and college section.

At the departmental sessions reports were received from the chairmen of the various committees and papers were read by several teachers of the state. The following program was presented by members of the committee on articulation: "Methods of Teaching Literature to Children in the Primary Grades," Rosa V. Strickland, principal of the Powell School, Birmingham, Alabama; "Reading in the Fourth, Fifth, and Sixth Grades," Cora Pearson, Department of English, State Normal School, Florence, Alabama; "Methods of Teaching Literature in Grades Seven, Eight, and Nine," Miss Claudia Crumpton, Montevallo, Alabama; "The Selection of Literature for Children in the Grades," Mrs. Zebulon Judd, formerly assistant county superintendent of Wayne County, North Carolina.

The following reports and papers were presented before the high-school, normal-school, and college section: Report of the Committee on Folk-Lore, Roswell B. West, Central Park School, Birmingham, Alabama; "The Collecting of Folk-Lore," N. I. White, instructor in English, Alabama Polytechnic Institute, Auburn, Alabama; "The Library Needs in the High Schools of Alabama," M. Aline Bright, chairman of committee on high-school research, Barton Academy, Mobile, Alabama.

Besides the various conferences of committees at headquarters, all of the committees had special luncheons. The association authorized the executive committee to organize a committee on speech to co-operate with the National Council's committee on speech. This committee will endeavor to work out a plan of study similar to the one prepared by Adah Grandy, of Deerfield, Illinois, several years ago. A committee on libraries was also organized.

The new officers of the association are: president, Charles A. Brown, principal and head of the English Department of the Central High School, Birmingham; first vice-president, E. G. McGehee, Selma High School, Selma; second vice-president, Miss Lu Abbe Chambless, Central High

school, Birmingham; secretary, Claude Howard, Normal School, Jacksonville; editor-treasurer, Claudia Crumpton, Girls' Technical Institute, Montevallo.

C. C. CERTAIN

SOUTH CAROLINA

An English section of the State Teachers' Association of South Carolina was organized March 16, during the annual conference of the association in Columbia. The published program of the conference had included a call for a meeting of English teachers for the purpose of organization, and Dr. James P. Kinard, president of Anderson College, and well known throughout the state as a teacher of English, was engaged to address the meeting. A large number of teachers from the public schools and the colleges were in attendance. The meeting was called to order by Professor George A. Wauchope, of the University of South Carolina. After Dr. Kinard's address, in which he explained the purpose and functions of the proposed association, a number of brief talks were given in support of the movement, and various directions of useful activity were suggested. It became evident that the English teachers of the state were ready and enthusiastic for organized co-operation, with a view to more efficient teaching, improved local conditions, and closer acquaintance with the best thought and experience of English teachers in the country at large. It was unanimously voted to effect an organization, and officers were elected as follows: president, George A. Wauchope of the University of South Carolina; vice-president, J. C. Daniel, of the Darlington schools; secretary-treasurer, Weldon T. Myers, of Converse College. Professor J. Thompson Brown, of Winthrop College, was appointed chairman of a committee to draft a constitution.

W. T. M.

THE EASTERN PUBLIC-SPEAKING CONFERENCE

The program of the seventh annual meeting of the Eastern Public-Speaking Conference, which was held at Princeton, New Jersey, April 24 and 25, was carried out substantially as announced. Professor Winter and Professor Clark were unable to attend. The topics and speakers were as follows: "Composition and Delivery of the Oration," John W. Wetzel, Yale University; "The Spirit of the Oration," Hugh M. Tilroe, Syracuse University; "Personality in the Oration, Francis X. Carmody, Union Theological Seminary and member of the New York bar; "The Organization of Speech Material," Frederick B. Robinson, College of the

City of New York; "Class-Room Use of the Occasional Speech," John C. French, Johns Hopkins University; "Practical Aspects of Brief-Making," Carroll L. Maxcy, Williams College; "Systematic Investigation of Debaters' Propositions, Warren C. Shaw, Dartmouth College; "Conducting a Dramatic Club in the Department of Public Speaking," Anthony F. Blanks, Colgate University; "The Psychology of Theatrical Audiences," Donald Clive Stuart, Princeton University; "The Public Speaker a Word-Artist," Horace G. McKean, Union College; "The Psychology of Action," F. H. Lane, University of Pittsburgh; "Imagination in Argument," H. F. Covington, Princeton University.

As will be seen, the thought of the conference was centered successively upon interpretation of the printed page, formal speech-making, argumentation and debate, the drama, and the psychology of public speaking.

THE NEW ENGLAND PUBLIC-SPEAKING CONFERENCE

The New England Public-Speaking Conference held its annual meeting at Harvard University, Cambridge, Massachusetts, Friday and Saturday, April 7 and 8. Friday evening was given to oral English. Mr. John M. Brewer, of the Department of Education, Harvard, gave a very interesting account of oral-English teaching in a high school in Los Angeles, California, where he was formerly a teacher of the subject. Mr. A. B. DeMille, of Milton Academy, led in a discussion of this subject, and was followed by many others. The point was emphasized that the problem of teaching this subject in the schools would be much simplified if the colleges gave some definite recognition to it either in admitting students or in making requirements for their degrees.

Saturday was taken up with the subjects of voice training and debating. Mrs. Clara Kathleen Rogers, of Boston, an author and teacher of distinction, read a most convincing paper on "The Voice in Speech and Its Significance as a Revelation of Character." This was discussed by Mr. William Alden Paul, of the Episcopal Theological Seminary, Cambridge, and by others. A strong paper on holding intercollegiate debating to high ethical standards was presented by Professor William Hawley Davis, of Bowdoin College. Mr. P. C. Cook of Dartmouth, and Mr. C. H. Colleston, of the Massachusetts Institute of Technology, Boston, took leading parts in the discussion.

The officers of the past year were re-elected, as follows: president, Professor John Corsa, Amherst College; vice-presidents, Professor A. T. Robinson, Massachusetts Institute of Technology, Principal D. O. S. Lowell, Roxbury Latin School; secretary, Professor H. B. Huntington, Brown University; treasurer, Professor W. H. Davis, Bowdoin College.

A SPECIAL PUBLIC-SPEAKING CONFERENCE AT HARVARD UNIVERSITY

The New England Public-Speaking Conference voted at its recent annual meeting to extend to all teachers of public speaking or of oral English an invitation to attend a special summer conference, to be held at Harvard University under the auspices of the New England conference, in connection with the Harvard summer school. The conference will be held on three successive afternoons, and will consider subjects of wide general interest as well as others of special scientific character. Professor I. L. Winter, Harvard University, chairman of the committee of arrangements, invites any who are interested in this conference, from any part of the country, to communicate with him at once as to the best time, between July 10 and August 18, for holding the meetings. Eight universities and colleges, Eastern and Western, will be represented in the corps of instructors in the Harvard summer courses in public speaking. In view of this gathering of teachers of high rank, and because of the several meetings of teachers' associations in the East, the time seems opportune for this special conference. The exact dates will be announced later.

AS YOU LIKE IT IN ST. LOUIS

St. Louis is celebrating the Shakespeare tercentenary with an outdoor production of *As You Like It*, June 5-11, by a cast of 1,000 persons, headed by Miss Margaret Anglin. There will be eight performances, one a matinée. All will take place in a natural auditorium in Forest Park having seats for almost ten thousand people—to be exact, 9,912. The principals, besides Miss Anglin, will be professionals selected by her but the other members of the cast will be St. Louis amateurs.

The play itself has a framework in the form of an Elizabethan prologue and epilogue, enacted by three or four hundred persons, attired in costumes of Shakespeare's time, who, on coming to take their places to view the play, express their holiday mood in dance, song, and merry-making. They are then seated as a Shakespearian audience.

As You Like It is being played in the same park in which the "Pageant and Masque of St. Louis" was presented, but not at Art Hill, where for the great production of two summers ago more than forty-four thousand seats were provided. Another natural auditorium near the center of the park has been "discovered," which, because it is considerably smaller than that at Art Hill, is considered preferable for the presentation of a play written by so great a master of words as Shakespeare. Although the smaller auditorium is large enough to seat 9,912 people,

Miss Anglin, speaking scarcely above the tone that she uses for indoor work, is easily heard in the auditorium's farthest recesses.

Unlike the improvements for the "Pageant and Masque," those for the *As You Like It* performances are to be permanent. By virtue of a special ordinance passed by the Board of Aldermen the Pageant Drama Association is defraying all expenses in connection with the improvements and is to be permitted to charge admission; but after the Shakespearian celebration the auditorium is to become the property of the city without any outlay whatever by the city. Park Commissioner Nelson Cunliff, who also is chairman of the committee on stage and auditorium of the Pageant Drama Association, has announced that when the *As You Like It* performances shall have passed into history, the auditorium will be available for any form of wholesome entertainment to which no admission fee is charged.

PROGRAM OF THE SUMMER MEETING OF THE NATIONAL COUNCIL IN NEW YORK CITY

FIRST SESSION

WEDNESDAY, JULY 5, 9:00 A.M.

- "The Advance Movement in English," ELMER W. SMITH, Professor of Rhetoric and Public Speaking, Colgate University, Hamilton, New York.
- "Causes of Poor Results in English," GEORGE P. HITCHCOCK, Pratt Institute, Brooklyn, N.Y.
- "The Collegiate Training of the High-School Teacher of English," A. R. BRUBACHER, President, State College for Teachers, Albany, N.Y.
- "The Professional Training of the High-School Teacher of English," FRANKLIN T. BAKER, Professor of the English Language and Literature, Teachers College, Columbia University, New York City.

SECOND SESSION

WEDNESDAY, JULY 5, 2:00 P.M.

- "Two Types of Criticism of Composition Work," STERLING A. LEONARD, Instructor in English, State Normal School, Milwaukee, Wis.
- "The Oral Interpretation of Literature," C. T. WINCHESTER, Professor of English Literature, Wesleyan University, Middletown, Conn.
- "Speech Training," CALVIN L. LEWIS, Professor of Rhetoric and Oratory, Hamilton College, Clinton, N.Y.

THIRD SESSION

THURSDAY, JULY 6, 9:00 A.M.

- "The Equipment of the English Classroom," ADAH G. GRANDY, Head of the Department of English, Deerfield-Shields Township High School, Highland Park, Ill.

"Reading Clubs," W. S. HINCHMAN, English Master, Groton School, Groton, Mass.

"Concerning Outside Reading," DUDLEY H. MILES, Head of the Department of English, Evander Childs High School, New York City; J. O. ENGLEMAN, Superintendent of Schools, Decatur, Ill.

FOURTH SESSION

FRIDAY, JULY 7, 9:00 A.M.

Joint Meeting with the Department of Secondary Education

Topic: "The Report of the Committee of Thirty on the Reorganization of High-School English

"The Purpose, Scope, and Main Features of the Report," JAMES F. HOSIC, Head of the Department of English, Chicago Normal College, Chicago, Ill.

"Literature in the Junior and Senior High Schools," EMMA J. BRECK, Head of the Department of English, University High School, Oakland, Cal.

"Composition in the Junior and Senior High Schools," BENJAMIN A. HEYDRICK, Head of the Department of English, High School of Commerce, New York City.

Headquarters and place of meeting will be at the McAlpin Hotel. New York teachers are preparing an extensive exhibit of illustrative material, reference books, etc., which will be installed at Washington Irving High School. For a program of the National Education Association meeting and meetings of affiliated organizations write to D. W. Springer, Ann Arbor, Michigan. There are special railroad rates.

THE SCHOOL LIBRARY SECTION OF THE AMERICAN LIBRARY ASSOCIATION

As already announced the annual meeting of the American Library Association will be held this year at Asbury Park during the last week in June. The school library section will carry out the following program:

FIRST SESSION

THURSDAY EVENING, JUNE 29

Topic: "The National Campaign for Better School Libraries."

"The Importance of the School Library in Modern Education," JAMES FLEMING HOSIC, Chicago Normal College, Chicago, Ill.

"The School-Library Situation in the South," LUCY E. FAX, University of Tennessee, Knoxville, Tenn.

"What the College and University Can Do," ASARIAH S. ROOT, Oberlin College, Oberlin, Ohio.

"How the Public Library Can Help in Developing Effective High-School Libraries," HENRY E. LEGLER, Chicago Public Library.

"What the Public Library Can Do for Grade- and Rural-School Libraries," EFFIE L. POWER, Carnegie Library of Pittsburg; ORPHA MAUD PETERS, Public Library of Gary, Ind.

"What a Department of Education Can Do for School Libraries of a City," CLAUDE G. LELAND, Superintendent of School Libraries, New York City.

SECOND SESSION

SATURDAY, 2:00-5:00 P.M.

2:00-3:00 Business Meeting. Election of Officers. Reports of Committees.

3:00-5:00 Round-table Conference on Normal- and Elementary-School Libraries, conducted by NANCY I. THOMPSON, State Normal School, Newark, N.J.

3:00-5:00 Round-table Conference of High-School Librarians, conducted by MARY E. HALL, Girls' High School, Brooklyn, N.Y.

There will be an exhibit of normal- and high-school library work, photographs of rooms, plans, outlines of instruction, reading lists, illustrative materials, etc.

THE PERIODICALS

THE CHIEF PROBLEM IN SHAKESPEARE

The most puzzling of all Shakespeare's plays is *Troilus and Cressida*, thinks Professor John S. P. Tatlock, of Stanford University. Writing of this play in the *Sewanee Review* for April, he points out that the subject was a popular one in Shakespeare's day, and that other plays had been devoted to it, particularly one called *The Iron Age*. It was from these plays, and from Chaucer and Caxton, that Shakespeare derived his knowledge of the story, and it was for an audience habituated to a very different view of the Homeric characters than ours that Shakespeare wrote. Even so, his treatment, as usual, rises far above his sources. There is little value, thinks Professor Tatlock, in the idea that Shakespeare was passing through a period of disillusionment, as it is well known that works of dramatic art do not, as a rule, express the mood of the author, but very often the opposite of it. Such attempts as those of Dr. Brandes to extract biographical sunbeams from cucumbers may be passed over lightly. We should depend rather upon actual historical facts than upon epic imagination in the interpretation of Shakespeare.

THE TEACHING OF MYTHS

Professor Norris, of the State Normal College at Ypsilanti, Michigan, contributes a second and final article on "Myths and the Teaching of Myths" to the *American Schoolmaster* for April. He thinks that the educational basis for the treatment of myths is to be found in the fact that the child has a range of observation as narrow as that of the early myth-makers, and that as he gets older he is able to compare his mature impressions with his early immature ones. In this way he will get not only a true knowledge of the world of nature, but also a just conception of the intellectual progress which men have made. He admits that some of the popular motives for the use of the myth have somewhat of justification, as, for example, that myth-study is an approach to nature study; that it may embody suggestions for the consideration of conduct; that it will afford material for the understanding and appreciation of literature and art; and that it may be made the basis of material for oral and written language. These values will be realized in proportion as the myth stories are carefully chosen and clearly presented. The Greek myths will probably retain their ascendancy over the Norse because of the fact that they are clearer and, from a literary point of view, more sincere.

THE STUDY OF THE DRAMA

Those who have read the articles on the teaching of lyric poetry and on the teaching of the novel by Professor Harry G. Paul, of the University of Illinois, will welcome his recently published article entitled "The Study of the Drama," which appears in the *Bulletin of the Illinois Association of Teachers of English* for April 15. Professor Paul has in mind the work of the high school. He believes that the teacher should set up as the goal a real interest in Shakespeare on the part of the student and some intelligent pleasure in reading him. These aims are to be accomplished by selecting for a beginning such a play as *The Merchant of Venice* and treating it principally from the point of view of the whole play, but with sufficient collateral information concerning Shakespeare's London, acting in Shakespeare's day, Shakespeare's versification and grammar, and Shakespeare's methods of plot construction and character portrayal. Such matters should be handled informally in connection with the study and oral reading of the play. The pupils should be encouraged, whenever possible, to witness actual production. Not the least valuable feature of the article is the body of references, which are accompanied by appropriate comment scattered through the text.

OF UNIFORMITY IN COMPOSITION CLASSES

Real uniformity in classroom instruction in college composition is unattainable and also undesirable, declares Professor Percy W. Long, of Harvard University. His ideas are set forth in a contribution to the *Leaflet of the New England Association of Teachers of English* for May. In this article he points out that the essential factor in teaching is the personality of the instructor. It does not so much matter what facts are taught as what manner of presentation is employed. Pupils are educated by the classroom atmosphere rather more than by facts and principles. The most effective means of creating the proper atmosphere is the model. Selections from the best writers should be commented upon by the instructor and read by the students. Examples of such models, with suggestions as to comment, are included in Professor Long's presentation.

THE FIRST STEPS IN SPELLING REFORM

The British reformers of spelling are constant in season and out. In *Modern Language Teaching* for March appears an anonymous communication concerning the first steps to be taken in reforming English spelling. This is in the nature of a reply to certain criticisms published in the same magazine last July, the basis of which was that spelling reform should hold to the historic view. The present writer thinks that reform must come gradually, but that progress in language is natural and "historic." The suggestions of the Simplified Spelling Board are, on the other hand, revolutionary and introduce arbitrary changes, such as the ending of words with *j*, *i*, *z*, *u*, and *v*, although English words never did end with these letters except in the case of *u* in Anglo-Saxon. The writer would proceed to reduce the eccentricity of spelling by improving the vowel system without much interference with the consonants. He suggests in detail how this may be done.

DIFFERENTIATION OF ENGLISH COURSES

The increased attendance at the high school of children from homes of little culture has brought teachers in the larger places face to face with the question of adapting the materials of instruction to the capacities of the pupils. What this may mean is indicated by Miss Katherine Mahy, supervisor of English in the Hope Street High School, Providence, Rhode Island. In *Education* for May she declares that it is useless to expect all pupils to take the course in literature adapted to those with good background. She would permit pupils with limited English vocabulary, racial prejudices, immigrant characteristics, and immediate

needs with regard to American citizenship to read books better adapted to them than the traditional classics. She would, however, be on the lookout for ability to comprehend and would transfer such pupils to the regular classes as soon as possible. Teachers dealing with foreign pupils will find the account of Miss Mahy's experience helpful.

A COURSE FOR YOUTH FROM TWELVE TO FOURTEEN

Without doubt the most interesting educational question under discussion at the present time is the reorganization of the upper grammar grades and the first years of high school. An address on this subject was delivered by Commissioner David Snedden, of Massachusetts, at the meeting of the Department of Superintendence of the National Education Association at Detroit in February, which appears in the *Journal of Educational Administration and Supervision* for April. He suggests a classification of school studies for these years into two groups, called, respectively, alpha units and beta units. In the first he would place those studies over which the pupil is to have perfect command, so that he has fixed and usable knowledge or skill. In the second he would put the studies and parts of studies which contribute rather to appreciation, ideals, and background of knowledge. Those especially interested in English will note with approval that liberal provision is made in Dr. Snedden's scheme for practical training in English expression, and that at least a modest proportion of the work in literature is placed in the alpha group. Whatever else he may be, Dr. Snedden is always fearless and suggestive, and therefore his proposals as to the reorganization of the school course are worth pondering.

WHY MANUSCRIPTS ARE REJECTED

The readers of the *English Journal* who may be ambitious to break into print, or who may have already tried their hands at authorship, will turn with some eagerness to the symposium in the *Bookman* for May, on the topic, "Why Are Manuscripts Rejected?" The contributors are editors of more than a dozen of the leading American magazines, and their remarks will be most illuminating to all who use the magazines, whether for purposes of exploitation or only for mental refreshment. The points made are too numerous even to be summarized in this column.

USEFUL DOCUMENTS

A pamphlet of *Suggestions on the Teaching of Reading* has been prepared by Miss Annie Reynolds, inspector of grades of city schools for

the state of Wisconsin, and is issued by C. P. Cary, state superintendent, Madison, Wisconsin.—The aftermath of the Hillegas scale appears in the form of a collection of 150 specimens of English composition, arranged for use in psychological and educational experiments by Edward L. Thorndike. The collection is bound in paper and published by Teachers College, Columbia University.—The latest plan of testing reading ability is presented by H. A. Brown, director of the Bureau of Research for the State of New Hampshire, in the form of a bulletin, entitled *The Measurement of Ability to Read*. The Bureau of Research is located at 25 Capitol Street, Concord, New Hampshire.—James M. Grainger, of the Farmville Normal School, has added to the excellent compilations which he has made for that institution *A Course in English for the Grades*, to which are appended typical lessons and suggestions. The whole constitutes Vol. II, No. 1, of the bulletin of the State Normal School for Women, Farmville, Virginia.—Commissioner Claxton has caused to be published a circular for the National Rural Teachers' Reading Circle. The plan is that of directed reading for credit. Unfortunately the selections named are probably too ambitious for the persons for whom they were intended.—The Houghton Mifflin Company has issued *Questions on Macbeth*, by Odell Shepard, as the latest addition to "English Problems."—The Commissioner of Education for New Jersey, Mr. C. N. Kendall, has arranged *A Suggestive Program for the Celebration of New Jersey Day in the Public Schools of New Jersey*.—The celebration of Memorial Day will be made distinctly more profitable in the state of Wisconsin by the use of the new *Wisconsin Memorial Day Annual*, recently compiled under the direction of C. P. Cary, state superintendent of public instruction.

QUESTIONS FOR SELF-EXAMINATION

Franklin B. Dyer, superintendent of schools in Boston, has compiled a very suggestive list of questions for teachers, one section of which is as follows:

TEACHING THE LESSON

1. Do I distinguish the following types of lesson and employ each at the proper time—a drill lesson, a thinking lesson, a lesson for appreciation (of literature or art), and a lesson to teach children how to study?
2. What method of teaching do I use most often:
 - a) The conversational, in which the pupils both answer and ask questions?
 - b) The quiz, in which the pupils answer only the questions which I ask them?
 - c) The lecture, in which the pupils merely receive what is given them?

3. Do I choose my method of teaching in view of the character of the lesson to be taught?
4. What part of the recitation time do I take up
 - a) By asking thought-provoking questions and trying to get the pupils to talk freely about the subject which they are learning to handle?
 - b) By merely "quizzing"?
 - c) By giving information?
 - d) By working at the blackboard?
 - e) By using illustrative material?
5. What part of the recitation time do the pupils take up
 - a) By working out new information through free conversation about the subject which they are trying to learn?
 - b) By repeating information memorized from a book?
 - c) By drill or practice work to apply the principles taught?
 - d) By giving thoughtful answers?
 - e) By working at their seats or at the blackboard?
6. To what extent in each lesson do I help the pupils to prepare the next lesson
 - a) By a good ending of recitation?
 - b) By a judicious assignment?
 - c) By stating the aim?
 - d) By anticipating their difficulties?
 - e) By suggestions or directions?
7. How do I find out that the pupils have clearly in mind the aim or purpose of each lesson?
8. Do I take appropriate means to ascertain how much the pupils know about the subject of the lesson before I attempt to teach them the new lesson?
9. To what extent do I secure the proper attention of pupils to their work through interests that are natural to them?
10. What means do I take to present the material in the form of problems which stimulate the curiosity of the pupils?
11. Are my questions simple, direct, and logical, or are they rambling, ambiguous, and suggestive of the answer?
12. Are most of my questions for the purpose of developing new ideas or to find out how much of the assigned lesson the pupils have learned?
13. What means do I adopt to insure a judicious distribution of my questions among the pupils?
14. How many different pupils of my class do I give a chance to recite in each recitation? In a week?
15. What pains do I take to make my questions such that the pupils must answer them with a complete statement rather than with one word?
16. What methods do I employ to have each pupil, as he recites, address himself to the class rather than to me?
17. How do I make it necessary for the pupil to make the proper use of his past experiences and his present knowledge?

18. Do I make desirable use of pictures, objects, charts, maps, blackboards, and other objective material?
19. Am I distributing my attention judiciously among the better and poorer pupils so that each pupil is getting the largest possible value from my instruction?
20. Am I training my pupils to discriminate between what is essentially important in the lesson and what is only relatively so?
21. Am I teaching my pupils to organize their own ideas in proper relation and sequence?
22. How do I see to it that the pupils feel that the object of the lesson has been accomplished?
23. By what methods do I clinch the main idea of each lesson before closing the recitation?
24. What evidence is there that my pupils are increasing in power of self-control and initiative? Are they learning to solve their own difficulties?
25. Are my pupils increasing their feeling of responsibility for their own improvement?
26. Do my pupils attack hard work gladly or do they want help in every little difficulty?
27. Are my pupils being trained in conscious methods of study and work?
28. To what extent do drills and practice work of pupils carry over into their other work?
29. Is my teaching such that there is inculcated in my pupils the desire to learn, to render some valuable service, and to be somebody worth while?
30. In general, what am I as a teacher doing, what am I doing it for, and why am I doing it in this particular way?

MY SWEETHEART¹

Like perfume from a fragrant rose,
Like moonbeams o'er the sea,
Like music from a throbbing harp,
My loved one is to me!

Like perfume—but she's sweeter far;
Like moonbeams—but more fair;
And e'en the rarest melodie
Cannot with her compare.

And I shall always love her true,
And never from her part;
For till eternity she'll reign
As queen within my heart.

¹ Written by Marion Kingsley Tomlin, as a voluntary piece of classwork for Alice H. Spaulding, Brookline, Massachusetts. Miss Tomlin is a direct descendant of Charles Kingsley.